2-1-1921

Virginia Teacher, February 1921

State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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Virginia Teacher, February, 1921, II, 2, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

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THE STATE NORMAL SCHOOL FOR WOMEN

NORMAL STATION

HARRISONBURG, VA.

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Published December 1, 1920

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clearly a true cross-section of the Afro-American mind.

Dr. Kerlin is a student of maturity and cosmopolitan training. Born in Missouri in 1866, he received his first academic degrees from Central College, Fayette, Mo. Later he studied at Johns Hopkins, Chicago, Harvard, and Yale, receiving the Ph. D. degree from Yale in 1906. He was a chaplain of Missouri volunteers in the Spanish-American War, and has been a teacher in a half-dozen institutions of higher learning. From 1905 to 1910 he was associate editor of The Arena. In 1919 he was an instructor in the A. E. F. University, Beaune, France. Since 1910 he has been professor of English in the Virginia Military Institute, at Lexington.

Regarding race riots and lynchings, the voice of the Negro is not essentially different from the voice of sane white men. It is when such topics as the Negro's reactions to the World War, his grievances and demands, and his attitude towards labor unionism and Bolshevism are discussed that our average citizen is specially interested, because on these topics he lacks definite information.

The valor and sacrifice of the American Negro in the World War are naturally exalted, while certain real or fancied discriminations during the war and following the war are just as naturally complained of. As to valor and sacrifice, the following concise summary was widely published:

"Are you aware that a Negro was the first American to receive the Croix de Guerre with palm and gold star? That three Negro regiments and several battalions and companies were cited and had their flags decorated for valorous conduct? That Negroes placed for the first time in artillery and signal corps units won high distinction? That Negroes in the early part of the war held 20 per cent of all territory assigned to Americans? That the Negro army was the healthiest on record? That out of 46,000 Negroes engaged in battle only 9 were taken prisoners? Negroes fought to the death rather than submit to captivity. That the Negroes established a record for continuous service in the trenches—191 days?"

As to discriminations, the press asserted widely and often bitterly that discriminations during the war have been continued since the war in the customary lynchings, in the clever devices of legal disfranchisement, in handicaps to education, and in constant reminders of racial, social, and industrial inferiority. The fact that no American Negro troops were entered in the great peace parade in Paris on July 14, 1919, was attributed to race prejudice; and much disappointment was later voiced regarding what was hoped for but not realized at the hands of the peace conference and the League of Nations.

In 1919 the tercentenary of Negro life in North America was widely celebrated. In the various programs the note of pride—pride in progress—was in the major key, but blended with it was also an insistent minor strain of suffering—of suffering because of souls and bodies wronged. Lucian B. Watkins, in the following lines, hardly strikes the chord of pride at all:

"Three hundred years! Lord, these are they, These toil-worn souls brief-sweet with play, These dream-charmed people, vision-eyed, Whose life-free goal is yet denied. But these have heard the heavens say, In answer to the prayer they pray, 'No Christly cause can perish—nay, Though men be martyred, crucified— Three hundred years!'"

"The indisposition of the Negro to join labor unions, to participate in strikes, or in any way to foment trouble is frequently commented upon in his papers." On the other hand, some of the Negro papers and magazines have not denied a measure of friendliness toward Bolshevism and I. W. W. propaganda. But in defense this is their answer:

"If there is the least danger of the Negro race being influenced by revolutionary propaganda against the existing institutions of the country, what is the best preventive measure that could be taken? The answer is so easy that no one really needs to be told. Stop the lynchings and burnings of Negroes! Prove that the law was made for them as well as for other citizens, that the government will protect the black in the most elementary rights as well as the white."

And lest any one should jump to the conclusion that only black Americans have been infected with Bolshevist germs, let it be said that not all white Americans have proved immune. And white men have declared that certain "white" periodicals in this country are dangerously Bolshevistic.
Most Negro editors, according to Dr. Kerlin’s showing, while admitting that efforts are being made to convert our Negro citizens (along with others) to Bolshevism, make the admission in order to warn their readers against such propaganda. It is also asserted that the most influential leaders of the colored churches are consistent in warning against dangerous incendiarisms. The following exhortation, by Bishop George C. Clement, is cited as typical:

“I would urge all members of my race to obey the law and keep clear of Bolshevism and all incendiary suggestions. We must demand protection of life and property by the government, which is guaranteed as the surest antidote for Bolshevism. I believe my people should defend their homes and families. Certainly this crisis calls for great moderation and self-control. We still have faith in true democracy and expect a righteous race adjustment.”

This address was delivered at Knoxville, Tennessee, on September 9, 1919. It indicates some of the things that the Negro is claiming at the hands of society: Protection of life and property, protection of home and family, and a race adjustment upon the basis of righteousness.

More specifically, as Dr. Kerlin shows, the Negro wants education, he wants the ballot, he wants participation in government—representation on school boards, in city councils, on the police force, and on the boards of various public institutions. “Social equality,” as the term is usually employed, is not desired by the majority of the Negroes of America, according to their own press, though here and there it is advocated by small groups. What they do not want is that sort of discrimination that humiliates them and charges them continually with inferiority and criminal propensities.

In “The Negro Faces America” the author, Seligmann, intimates that we, the people of the United States, or some of us, while we have good vision ordinarily and can see straight into most questions, have obviously a blind spot when color attaches itself to a race question. We may be able to see clearly and completely regarding the French, the Germans, the Turks, the Hindus, and even regarding the Chinese in China, the Japanese in Japan, and the Negroes in Africa; but when race and color get together in America, in free, liberty-loving, humanity-defending America, it is altogether a different matter.

Mr. Seligmann was formerly a member of the editorial staffs of the New York Evening Post and the New Republic. In seeking an answer to America’s great race problems, he has gathered his information at first hand—in Chicago, soon after the riots there; in Washington, following the two-day disgrace; in Omaha, and in other localities. The economic phases of the situation are emphasized and the treatment as a whole is such as to make all Americans think—all who care to think about things of vital concern.

“Darkwater” is a classic of its kind—poetical, passionate, rebellious, radical, pessimistic, yet in many ways so tragically true as to make an enemy pause, and in many parts so sane as to give the philanthropist hope. If its author were not known to be a Negro, white people would read it as a sort of wonder book—a revelation in imagination and in the power of the English language.

Du Bois, in his ability to use the English tongue effectively, has few equals and perhaps no master. The borderland of his rhapsodies lies close to the highway of his reasonings, but one can usually tell which is which without difficulty. If “Darkwater” were his first book, or likely to be his last, there would be more need to seek adjectives of description; but as it is, he who will may read, and so be qualified, perhaps, to judge for himself.

No part of “Darkwater” is more interesting than the first part, “Credo”:

“I believe in God” . . .
“I believe in the Negro Race” . . .
“I believe in Service” . . .
“I believe in the Devil and his angels” . . .
“I believe in the Prince of Peace.”
“I believe in Liberty for all men” . . .
“I believe in the Training of Children, black even as white” . . .
“I believe in Patience” . . .

And yet, in spite of this profession, the reader of “Darkwater” constantly feels that the writer finds patience a hard faith. For Du Bois resents bitterly the humiliations put upon his race, and in his demands he perhaps
asks for too much too quickly. He perhaps does not acknowledge enough the wonderful upward steps his race has taken in this country in fifty years. He perhaps is not duly optimistic over the fact that in America the whites have been losers and the blacks gainers. If he could put his patience faith somewhat more into practice, the gains to all would probably be enhanced or at least made more secure. Radical blacks are almost as dangerous as radical whites.

But in spite of Du Bois's radicalism, his rebelliousness, and his pessimism, one cannot but admire his vision and revel in his riot of rainbows, thunderstorms, and wind melodies. "The Princess of the Hither Isles," following his chapter on "The Hands of Ethiopia," is a marvelous allegory, even if one cannot tell what it means; and the poem, "The Prayers of God," following the chapter "On Beauty and Death," is like the cry of a bound but writhing and raging Titan. In certain parts of the book, for example, in Chapter VI, "Of the Ruling of Men," the author reveals his power as a sane and constructive sociologist.

"Darkwater" must be read to be appreciated. Even then it will probably not be understood. And unless the reader is quite sane, mature in experience, seasoned with at least a little suffering, and remarkably judicial in spirit and habit, it will most probably be misunderstood.

And herein we have perhaps discovered the most fateful divergence of tendencies, comparing "Darkwater" with "The Upward Path." The latter is not only likely to be understood, it is also not likely to be misunderstood. Possibly the comparison might be made more forceful and also more classical by a reference to the old fable of the wind and the sun.

In most of the sixty-five pieces that make up the sunshine book, the average reader would hardly bother to ask the question, "Was the writer white or black?" And if some meddler should volunteer, "That piece was written by a nigger," the same average reader would probably say, "I don't care if it was," and read on. And it is only fair to say that two of the selections in "The Upward Path" are from the pen of Du Bois. In charming style he writes of "My First School," and with fine historical balance he tells the thrilling story of "Hayti and Toussaint L'Ouverture."

Other well known writers who were laid under tribute for "The Upward Path" are Paul Laurence Dunbar, Booker T. Washington, Charles W. Chesnutt, and Frederick Douglass. Others less famous, but hardly less worthy of fame, are James Weldon Johnson, Matthew A. Henson, Lillian B. Witten, and William Henry Sheppard. Johnson contributes four pieces, among them a masterpiece, "Behind a Georgia Mule." Henson writes of "A Negro Explorer at the North Pole." Miss Witten tells of "Co-operation and the Latin Class" and "The Knighting of Donald." Sheppard describes "Animal Life in the Congo" and "A Great Kingdom in the Congo."

Sheppard, whose address some years ago at the University of Virginia was listened to with much interest by the reviewer, is a native of Virginia, born at Waynesboro in 1865, who has done a notable work as a missionary in Africa. He is a Fellow of the Royal Geographical Society. Booker T. Washington was also a native of Virginia, as is also John W. Cromwell, who contributes the interesting history of Paul Cuffe. Cromwell was born in Portsmouth in 1846, and is a lawyer and writer of prominence. Paul Cuffe was a Negro merchant and philanthropist of Revolutionary days.

Some years ago I heard Dr. Charles W. Kent, in one of his lectures at the University of Virginia, say that he believed it not only fair but also desirable to put into our school readers at least a few pieces about Negroes—such pieces as will let white children know that Negroes are human beings and that they may also be heroes and heroines. It seems to me that "The Upward Path" will offer a fine opportunity to those teachers and textbook-makers who may entertain similar convictions.

What is the conclusion of the whole matter? What is the solution of the race problem in the United States of North America? It is the same as the solution anywhere else and everywhere else in the world: it is the Golden Rule. This means a square deal. It means simple justice.

But a square deal is square on both sides; and justice is justice only when right and duty on one side balance right and duty on
the other. Truth and old-fashioned honesty, not to say chivalry and honor, will often help very much in the search after justice and right.

It might be well for the Negro in this country to remember that he has gained racially and socially while the white man has lost. It might be well for the white man to remember that the Negro did not come to this country upon his own initiative—he came at the "urgent invitation" of the white man. It might be well for the Negro to remember that he is in the majority, so far as his desire for a really square deal is concerned: most white men as well as most black men want him to have that. It might be well for the white man to remember that the large majority of cases of blood-mixing in this country are not chargeable to the Negro, but to the white man. In short, if we are in danger of "social equality" the white men of this country have the chief cause and the chief cure in their own hands—without any resort to force or violence.

This permits one to say a word about a recent attempt to organize another Ku-Klux Klan. Such a move at this time is almost certain to result in misfortune rather than in good fortune. Such an organization is almost certain to exert its activities not on the side of law and order, but rather in opposition to them. Prejudice and passion are almost certain to direct it rather than justice and fair-mindedness. To be sure, if the aim of our civilization be to exterminate the Negro—or to exterminate somebody—then a revival of the Ku-Klux and similar agencies may serve the purpose. It is easy enough to stir up war and massacre. But what is all this talk we have recently heard about a war for humanity? Or is it that Negroes are not human, and that human beings have no humanity toward lower animals? Yes, a war of extermination is always possible, easily possible, where race prejudice has its perfect work.

But before any such program is started it may be well to ask where it would stop. Are the majority of white men in the United States willing to exterminate any people just on the ground of race and color, Negroes, Chinese, Japanese, or Indians? No, they are not. They never have been and they never will be. It will be possible to start another war in this country, but it will never be possible to array all of any race against all of any other race, just because of race. And suppose it were possible? Suppose it were possible to array all the white men of this country and other countries against all non-white men in this country and all other countries, what would be the result? Who can tell? If a large majority in numbers would be any determining factor, the wrong party might be eliminated in the final wind-up. That would be too bad. It would be too bad either way.

And why should it be necessary to talk of such things when there is a more excellent way, and that way so plain and easy? Have we not had enough of the bitter fruits of race prejudice (blindness to justice) in the recent war? This war grew out of race prejudice more than from anything else—more than from all things else.

Several years ago I traveled a considerable distance on the trains to hear an eminent student of sociology lecture on the race question, the race problem, in this country. At one of the stations, as I neared my destination, a dear old lady came into the coach and sat down in the seat with me. In our talk I said:

"I am going to C— to hear Dr. D— lecture on the Negro problem."

She smiled and then she answered. This was her answer:

"I think they are doing very well. I treat them right and they treat me right."

And that, I found, was also Dr. D—'s solution.

Can any one find a better way? Can any one find any other way? Optimism and justice are obviously preferable to pessimism and injustice.

JOHN W. WAYLAND

In 1841 the young woman who taught country school received $2.50 a week. This year the typical teacher in rural schools receives $17.50 for each week she teaches, an increase of 600 per cent. In spite of the increases, however, the average pay for teachers has never risen as high as wages paid to such artisans as blacksmiths, carpenters, and painters.
GIVING INTELLIGENT ATTENTION TO THE PHYSICAL WELFARE OF CHILDREN

AN EXPERIENCE

Last fall the members of the home economics department of the Harrisonburg State Normal School assembled and discussed plans for the year's work. It was encouraging to find that each member had been following with keen interest the work of the Child Health Organizations of the country. Ideas were exchanged in regard to the work being done in some of the various health and nutrition centers in New York City, Chicago, and Boston, with which some of our members had been actively associated during the summer.

Some of the states have splendidly organized departments; and it was agreed that the greatest piece of work our department could do during the year was to enlist the interest of the schools of Harrisonburg in improving the child health conditions and at the same time give our normal school practice teachers an opportunity to learn of this important work and carry it into the schools of Virginia as they go out to their respective positions in the coming fall.

Everyone is interested in the health of children, but not all are awakened to the necessity of teaching health and fixing health habits so that they may make for the highest degree of physical efficiency in manhood and womanhood. It is not necessary that the home economics teacher alone should be responsible for the teaching of health, but every teacher of children should realize that a high type of mental work is impossible when the physical condition is below normal.

No teacher has a greater opportunity in this field than the home economics worker. Her vision has been broadened, her interest has been stimulated, to include not only the mechanical duties of the house—cooking, sewing, and household management—but also the more vital problems of the home; for the house is but the "place in which the home, the living unit of a living state, is made." And these "living units" are the children reared in that home. Furthermore, if we are to possess a "living state" the children in these homes must grow up to be happy, useful citizens.

Home economics specialists appreciate the fact that the attractive preparation of wholesome food is not enough, but that children must be encouraged to eat these foods with pleasure and with a knowledge of what foods are nourishing for them. "It is estimated by the best authorities that three out of every four children in the country are suffering from some special defect which might be prevented or corrected. This means that there are, perhaps, 15,000,000 such school children in this country today. Every one of these children, handicapped however slightly by some physical defect, is failing to attain quite the physical and intellectual development of which he is capable. When weighed and measured these children will all be just a little below standard. Moreover, of these 15,000,000 handicapped children there is a large group, estimated at possibly 6,000,000, who are in such bad physical condition and who fall so decidedly below the normal standard of weight for their age and height that their condition demands immediate recognition and attention. From one cause or another every member of this great group of children is suffering not merely from one, but from many, physical defects. They constitute the class of "malnourished" children, whose great number is a shame to our civilization. These children who do not measure up to the standard become, in later years, the men and women who do not measure up—the men who are physically unfit to bear arms in their country's time of need, the women who are physically unfit to become the mothers of men."

Our home economics department has felt the urgency so keenly that it prepared its Degree Class in dietetics and nutrition to assist in combating all cases of malnutrition that might exist in the schools of Harrisonburg. That we might secure the ready cooperation of all the teachers of the training school and the parents as well, it was thought advisable to secure the help of an outside person who was known to be an authority upon the subject and an inspiration to her audiences.

Miss Sally Lucas Jean, Director of the Child Health Organization of America,
with headquarters at 156 Fifth Avenue, New York City, was extended a very urgent invitation to address an open meeting of the Harrisonburg Educational Association and we were most happy in having her accept it.

To our great delight every one was alive to the merit of the movement. Some of Miss Jean’s suggestions were speedily put into effect the very next day by Miss Porter and her third grade, in the Harrisonburg Training School. A Klim Club was organized and every child agreed to bring a bottle of milk each day, to be taken as a forenoon lunch. Straws were provided for drinking the beverage, making it both sanitary and a pleasure for the children. Every club must have its own song, yell, and secrets and these the children suggested.

These are some of the yells formulated:

We are strong;
We are strong;
To the Klim Club
We belong.
Two, four, six, eight;
What do we appreciate?
Milk! Milk! Milk!
Rub, dub, dub;
Rub, dub, dee;
We’re the Klim Club,
Don’t you see?

The following song is to the tune of “Drink Her Down.”

Here’s to good old milk, drink her down;
Here’s to good old milk, drink her down;
Here’s to good old milk,
She will make you well and sound;
Drink her down,
Drink her down,
Drink her down, down, down.

It has been a bit hard to discover the club secrets. When one small girl said she did not like milk and was going to give it to her neighbor, she was reminded of one of the club secrets—“you must not let any one know you don’t like milk.” This being the case, she had to drink the milk herself—but the secret was out.

The second grade has done some interesting work in illustrating the health rules as compiled by the Child Health Organization. These rules are so simple that even the youngest child can understand; and if the habit is fixed in early childhood, there will not be the need of the mothers attempting to force the child later in life to do those things it should do nor to break bad habits which have been slowly forming.

The Child Health Organization gives only eight health essentials which, it says, should be emphasized every school day:

A full bath more than once a week.
Brushing the teeth at least once every day.
Sleeping long hours with windows open.
Drinking as much milk as possible, but no coffee or tea.
Eating some vegetables or fruit every day.
Drinking at least four glasses of water a day.
Playing part of every day out of doors.
A bowel movement every morning.

It has been found that the easiest method of interesting a child in his own health condition is to interest him in his weight. Every child loves to be weighed, and it is for the teacher to compare the actual weight with the standard weight for that height and age. If the child falls below this standard weight he is below par, and usually he is eager to resort to any method of restoring himself to normal, if he feels that by so doing he can rival some stronger child who has always been an object of envy or fear.

Here is where the nutrition expert has an opportunity to suggest the right kinds of foods, and to recommend the school doctor and nurse if physical defects are apparent.

Our nutrition class has begun its work of weighing and measuring the children of the grades and with the help of the teachers it hopes to repeat this work once every month. Out of two grades 58 were weighed and 41 were found to be under weight; and 26 were found to be 7% below weight, or malnourished. The actual weight and the standard weight of each child are recorded, and both are given to the child on a tag which he carries home to his parents.

This is only a very small beginning of the important work we hope to do; but who can say that any teacher has failed of her highest good who is instrumental in bringing the children of her school up to the highest standard of physical efficiency, thereby making happier homes and more useful citizens.

Grace Brinton
III
HELPS FOR THE TEACHING OF
VIRGINIA HISTORY
FOURTH INSTALMENT

Below is presented a table of dates. These dates are interesting and more or less important in the history of Virginia and America.

It is not expected or recommended that pupil or teacher should memorize this list, though it is not too much to say that the well educated teacher will know most of the items included therein sooner or later. This list is given for convenient reference—for such use by teacher and pupil alike—and also to supplement the textbooks in some cases; for it is not probable that any one text will chronicle every important event that is tabulated in this list.

For purposes of review, as well as for daily reference, this list may be found useful. It may be utilized with good effect if the pupil is required to look it over with a view toward selecting the twenty or the thirty dates that are most important in Virginia history. This will be a fine exercise for teacher and pupils together. After an approved list of, say, twenty dates has been made, it will be found that most of those selected are already learned. Too much emphasis on dates should be avoided, but at the same time it should be remembered that any citizen who cannot recall at least a few facts and dates in connection cannot be regarded as very proficient in the history of his country.

For any one who wishes to remember dates, the following simple rules are offered:

1—Make a select list.
2—Learn it.
3—Use or review the items occasionally.

Dates may not be of first importance in history study, but they are great conveniences for keeping greater things in their proper places and relations. The person who turns up his nose at dates probably does not know very many.

TABLE OF DATES

1492—Columbus brings over the flag of Spain
1497—The Cabots bring over the flag of England
1584—Raleigh sends over explorers
1585—Queen Elizabeth names our land Virginia
1607—a hundred Englishmen settle Jamestown, May 13
1609—John Smith returns to England
1613—Pocahontas marries John Rolfe
Governor Dale gives each man a farm
1617—Death of Pocahontas, in England
1619—a red-letter year:
First House of Burgesses meets, July 30
Real home life begins in Virginia
A ship load of tobacco is sent to England
A shipload of negroes are made slaves
A college is planned at Henrico
1622—First massacre by the Indians
1624—Virginia made a royal colony
1634—Eight counties laid out
1642—Civil war breaks out in England
1644—Second massacre by the Indians
1649—King Charles I is executed
1660—The kingship is restored in England
1676—Bacon's Rebellion
1682—The Tobacco Rebellion
1693—College of William & Mary founded
1698—The capital moved to Williamsburg
1716—Spotswood crosses the Blue Ridge
1732—Another red-letter year:
George Washington born, Feb. 22
Jost Hite settles near Winchester
John Lewis settles near Staunton
Building of Independence Hall begun
1733—William Byrd lays out Richmond and Petersburg
1736—Virginia Gazette first published at Williamsburg
1743—Thomas Jefferson born, April 13
1748—Washington begins surveying for Fairfax
1750—Thomas Walker goes through Cumberland Gap
1753—Washington carries the Governor's message
1755—Braddock's army ambushed
1759—The British capture Quebec
1763—End of the long war
Patrick Henry makes his first great speech
1765—Patrick Henry speaks against the Stamp Act
1774—Continental Congress meets at Philadelphia, September 5
Battle of Point Pleasant, October 10
1775—Washington called to be a soldier again
1776—A third red-letter year:
Lord Dunmore leaves Virginia
George Mason writes our Bill of Rights
Thomas Jefferson writes the Declaration of Independence
1777—Henry Clay born
General Burgoyne surrenders, Oct. 17
1778—France recognizes our independence
1779—Clark conquers the Northwest
1780—Battle of King's Mountain
1781—Surrender of Cornwallis at Yorktown, October 19
1784—Virginia cedes her northwest territory to the Union
1787—Northwest Ordinance framed
Federal Constitution made
1789—Washington made first President
The Bastille stormed at Paris
1792—Kentucky becomes a state
1793—Whitney invents the cotton gin
1799—Washington dies at Mt. Vernon
1800—Washington City becomes the national capital
1801—John Marshall appointed Chief Justice
1803—Jefferson buys Louisiana
1804—Lewis and Clark start westward
1807—Robert E. Lee born, January 19
1809—Edgar Allan Poe born, January 19
Abraham Lincoln born, February 12
1811—Richmond theatre burns
1819—University of Virginia chartered
1823—Monroe Doctrine proclaimed
1824—Lafayette's last visit
1825—University of Virginia opened to students
1831—McCormick makes his first reaper
1839—Virginia Military Institute established
1839—John Brown's raid at Harper's Ferry
1861—First battle of Manassas, July 21
Richmond made the capital of the Confederacy
1862—Jackson's Valley Campaign, May-June
Lee's first defence of Richmond, May-July
Second Manassas, August 29, 30
Battle of Antietam, Maryland, September 17
Battle of Fredericksburg, Dec. 13
1863—Battle of Chancellorsville, May 2, 3
Death of Stonewall Jackson, May 10
West Virginia made a state by Congress, June 20
Battle of Gettysburg, Pa., July 1—3
1864—Lee meets Grant in the Wilderness, May 5—6
Death of General Stuart, May 12
Battle of New Market, May 15
The Crater explosion at Petersburg, July 30
Battle of Cedar Creek, October 19
1865—Petersburg and Richmond given up, April 2, 3
General Lee surrenders, April 9
General Lee becomes a teacher, Oct.
1868—Maury also locates at Lexington, September
1870—Our present public school system established
Death of General Lee, October 12
1884—Farmville Normal School established
1902—Virginia adopts her fifth constitution
1907—Jamestown Exposition held near Norfolk
Monument to John Smith erected at Jamestown
1914—Virginia votes 30,000 majority for prohibition, September 22
Tablet to Pocahontas unveiled at Jamestown, October 24
1918—Women admitted to William and Mary College
1919—Founding of House of Burgesses celebrated at Richmond, August 15
1920—University of Virginia admits women to certain departments
IV

HOME ECONOMICS AIDS

The progressive teacher of home economics can not limit herself to the use of one of the available textbooks written upon her subject nor to her own college notebook, helpful as either may be, if she would keep abreast of the times. She must, on the contrary, avail herself of the wealth of new reference material issued daily in pamphlet, magazine, or newspaper form. Home Economics educators began to realize a few years ago that many more homes could be reached and helped if the knowledge they were imparting through the classroom could be popularized and sent broadcast throughout the country in the various periodicals. Discretion must be used, it is true, in the choice and selection of such material; but the student soon learns what is authentic and what is not, and is able to collect much valuable source material.

The Federal Government is able to put out the information obtained by a number of expert research workers in bulletin form at a nominal cost. These bulletins should be in the hands of every high school student. The agricultural extension departments of most states contribute much valuable information for their own localities, although many of these bulletins are applicable to other sections of the country as well. No teacher of home economics should fail to have access to a few of the best technical journals and magazines. She may increase this number by taking one or two herself and adding others to the list of library periodicals.

Much investigation has been made of late in regard to the textbooks used in home economics subjects. Probably in no other phase of work is it so hard to find a suitable text as in the ever changing subjects relating to the home. As civilization progresses, as the standards of the community rise, so the methods of teaching must be revised to meet these changing conditions.

The teacher will find it necessary to select that text which seems most fitted to the age of her pupils and then adapt it to the needs of the community. If wisely used as supplementary work an up-to-date recipe book may be placed in the hands of a high school student to very good advantage. It will relieve the necessity of much dictation which steals the time from the regular recitation period; and it will give the student a knowledge of a reliable source for future reference.

The book adopted by the State Textbook Commission of Virginia as a text in foods and cookery is Elements of Theory and Practice of Cookery, by Williams and Fisher, and for textiles and clothing, Shelter and Clothing, Parts I and II, by Kinne and Cooley.

Each home economics teacher should bend every effort to build up her reference library with the latest and most approved books and periodicals and keep these in constant use. We are, therefore, glad to recommend a small list of books which the Home Economics Department of the State Normal School at Harrisonburg has found reliable and of great value as reference material.

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SELECT BIBLIOGRAPHY OF HOME ECONOMICS TEXTS

TEXTBOOKS FOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Author</th>
<th>Publisher</th>
<th>Date</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food and Home Cooking</td>
<td>Carlotta Greer</td>
<td>Allyn and Bacon</td>
<td>1920</td>
<td></td>
</tr>
<tr>
<td>5. Food Study</td>
<td>Wellman</td>
<td>Little, Brown &amp; Co.</td>
<td>1917</td>
<td>$1.00</td>
</tr>
<tr>
<td>6. A Textbook of Domestic Science</td>
<td>Campbell</td>
<td>Macmillan</td>
<td>1912</td>
<td>.90</td>
</tr>
<tr>
<td>7. Foods and Household Management</td>
<td>Kinne and Cooley</td>
<td>Macmillan</td>
<td>1914</td>
<td>$1.10</td>
</tr>
<tr>
<td>8. Shelter and Clothing</td>
<td>Kinne and Cooley</td>
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### TEXTBOOKS FOR GRADES

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<th>Author</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>1. Household Arts for Home and School, 2 Vol.</td>
<td>Cooley and Spohr</td>
<td>Macmillan</td>
<td>1919</td>
<td>$1.59</td>
</tr>
<tr>
<td>2. Food and the Family</td>
<td>Kinne and Cooley</td>
<td>Macmillan</td>
<td>1917</td>
<td>$1.50</td>
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<tr>
<td>3. Food and Health</td>
<td>Kinne and Cooley</td>
<td>Macmillan</td>
<td>1916</td>
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<tr>
<td>4. Elements of Theory and Practice</td>
<td>Williams and Fisher</td>
<td>Macmillan</td>
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### NUTRITION FOR HIGH SCHOOLS

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<tbody>
<tr>
<td>1. Feeding the Family</td>
<td>Rose</td>
<td>Macmillan</td>
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<tr>
<td>2. The American Home Diet</td>
<td>McCollum and Simmonds</td>
<td>Frederick C. Mathews</td>
<td>1920</td>
<td>$1.45</td>
</tr>
<tr>
<td>3. The Care and Feeding of Children</td>
<td>Holt</td>
<td>Appleton</td>
<td>1916</td>
<td>$0.25</td>
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<tr>
<td>4. Chemistry of Food and Nutrition</td>
<td>Sherman</td>
<td>Macmillan</td>
<td>1918</td>
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<tr>
<td>5. Dietetics for High School</td>
<td>Willard and Gillett</td>
<td>Macmillan</td>
<td>1921</td>
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### TABLE SERVICE

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<tr>
<td>1. The Up-to-date Waitress</td>
<td>Hill</td>
<td>Little, Brown</td>
<td>1914</td>
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<tr>
<td>2. Expert Waitress</td>
<td>Allen</td>
<td>Little, Brown</td>
<td>1912</td>
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<td>3. Serving and Waiting</td>
<td>Marchant</td>
<td>Little, Brown</td>
<td>1916</td>
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<tr>
<td>4. The Hostess and Her Husband in the Home</td>
<td>Linda Hull Larned</td>
<td>Manhattan Agric.</td>
<td>1916</td>
<td>$1.50</td>
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### COOK BOOKS

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<th>Author</th>
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<th>Price</th>
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<tbody>
<tr>
<td>1. Boston Cooking School</td>
<td>Farmer</td>
<td>Little, Brown &amp; Co.</td>
<td>1916</td>
<td>$2.00</td>
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### TEXTILES AND CLOTHING

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<tr>
<td>1. Shelter and Clothing</td>
<td>Kinne and Cooley</td>
<td>Macmillan</td>
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<td>2. Clothing for Women</td>
<td>Haldt</td>
<td>Scribner</td>
<td>1917</td>
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<tr>
<td>3. Dressmaking</td>
<td>Fales</td>
<td>Olive &amp; Plowman</td>
<td>1917</td>
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<tr>
<td>4. Story of Cotton Plant</td>
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<td>5. Household Arts for Home and School</td>
<td>Cooley and Spohr</td>
<td>Appleton</td>
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<td>6. Textiles</td>
<td>Woolman and McKean</td>
<td>Macmillan</td>
<td>1919</td>
<td>$1.50</td>
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<tr>
<td>7. Two Centuries of the Cotton Industry in America</td>
<td>Earle</td>
<td>Macmillan</td>
<td>1913</td>
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<tr>
<td>8. Home Millinery Lessons</td>
<td>Tobey</td>
<td>Lippincott</td>
<td>1916</td>
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<td>9. Clothing and Health</td>
<td>Kinne and Cooley</td>
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### HOME NURSING

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<tbody>
<tr>
<td>1. Modern Methods in Nursing</td>
<td>Sanders</td>
<td>W. B. Saunders, Ph.</td>
<td>1919</td>
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<tr>
<td>2. The Nurse's Hand Book of Practical Nursing</td>
<td>Alken</td>
<td>W. B. Saunders, Ph.</td>
<td>1919</td>
<td>$1.50</td>
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<td>3. Practical Nursing</td>
<td>Maxwell and Pope</td>
<td>Putnam</td>
<td>1914</td>
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<td>4. Prevention of Disease</td>
<td>Winlow</td>
<td>Saunders</td>
<td>1916</td>
<td>$1.50</td>
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<tr>
<td>5. Red Cross Textbooks</td>
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<td>6. Elementary Hygiene and Home Care of the Sick</td>
<td>Delano</td>
<td>Blackiston</td>
<td>1913</td>
<td>$1.75</td>
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<td>7. Diet in Health &amp; Disease</td>
<td>A. F. Porter</td>
<td>A. F. Porter</td>
<td>1920</td>
<td>$2.00</td>
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<td>8. Food and Cooking for the Sick and Convalescent</td>
<td>Farmer</td>
<td>Little, Brown &amp; Co.</td>
<td>1912</td>
<td>$1.50</td>
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<td>9. Human Mechanism</td>
<td>Hough and Sedgwick</td>
<td>Ginn &amp; Co.</td>
<td>1906</td>
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<tr>
<td>10. School Needlework</td>
<td>Haggard</td>
<td>Ginn &amp; Co.</td>
<td>1918</td>
<td>$2.00</td>
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<td>11. Home Nursing, Virginia</td>
<td>Broadhurst</td>
<td>Lippincott</td>
<td>1918</td>
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### HOUSEHOLD MANAGEMENT

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<th>Title of Book</th>
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<tbody>
<tr>
<td>1. Housewifery</td>
<td>Balderston</td>
<td>Lippincott</td>
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<tr>
<td>2. Business of the Household</td>
<td>Taber</td>
<td>Lippincott</td>
<td>1918</td>
<td>$2.00</td>
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<tr>
<td>3. A Manual of Homemaking</td>
<td>Van Rensselaer, Rose and</td>
<td>Macmillan</td>
<td>1919</td>
<td>$2.25</td>
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<td>4. The Efficient Kitchen</td>
<td>Child</td>
<td>McIlvaine, Not</td>
<td>1914</td>
<td>$1.25</td>
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<td>5. Care of a House</td>
<td>Clark</td>
<td>Macmillan</td>
<td>1915</td>
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<td>6. Household Engineering</td>
<td>Frederick</td>
<td>Whitcomb &amp; Barrows</td>
<td>1919</td>
<td>$2.00</td>
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<tr>
<td>7. Market and Household Manual</td>
<td>Donham</td>
<td>Whitcomb &amp; Barrows</td>
<td>1917</td>
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<td>8. Increasing Home Efficiency</td>
<td>Bruire</td>
<td>Macmillan</td>
<td>1912</td>
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<tr>
<td>9. A Family Expense Account</td>
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<td>10. Home Economics</td>
<td>Brookman</td>
<td>Heath</td>
<td>1914</td>
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<td>11. Increasing Home Efficiency, Increasing</td>
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<td>Century</td>
<td>1910</td>
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February, 1921
### REFERENCE BOOKS FOR FOODS AND COOKERY

<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Author</th>
<th>Publisher</th>
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<th>Price</th>
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<tr>
<td>Food Products</td>
<td>Sherman</td>
<td>Macmillan</td>
<td>1914</td>
<td>$2.25</td>
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<tr>
<td>The Apple Book</td>
<td>Commercial Club</td>
<td>Winchester, Va.</td>
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<td>Successful Canning and Preserving</td>
<td>Ola Powell</td>
<td>Lippincott</td>
<td>1917</td>
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<tr>
<td>Principles of Food Preparation</td>
<td>Chambers</td>
<td>Whitcomb &amp; Barrows</td>
<td></td>
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<td>The Food Problem</td>
<td>Kellogg and Taylor</td>
<td>Macmillan</td>
<td>1917</td>
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<tr>
<td>Source Chemistry and Uses of Foods</td>
<td>Bailey</td>
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<tr>
<td>Food and the War</td>
<td>Bailey</td>
<td>P. Blakiston, Phil.</td>
<td>1914</td>
<td>$1.00</td>
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<tr>
<td>Everyday Foods in War Time</td>
<td>U.S. Food Administration</td>
<td>Houghton Mifflin</td>
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### HOUSEHOLD FURNISHING

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<tr>
<td>Interior Decoration for the Small Home</td>
<td>Rolfe</td>
<td>Macmillan</td>
<td>1917</td>
<td>$1.25</td>
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<tr>
<td>The Practical Book of Period Furniture</td>
<td>McClure and Eberlein</td>
<td>Lippincott</td>
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<tr>
<td>Interior Decoration</td>
<td>Parsons</td>
<td>Doubleday, Page</td>
<td>1915</td>
<td>$3.00</td>
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<tr>
<td>Theory and Practice of Teaching Art</td>
<td>Dow</td>
<td>Teachers College, N. Y.</td>
<td>1912</td>
<td>$1.50</td>
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<tr>
<td>The Practical Book of Interior Decoration</td>
<td>Eberlein, McClure Holloway</td>
<td>Lippincott</td>
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<tr>
<td>Color Schemes for the Home and Model Interiors</td>
<td>H. Frohne and B. Jackson</td>
<td>Lippincott</td>
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### MAGAZINES AND PERIODICALS

1. Journal of Home Economics, 1211 Cathedral St., Baltimore, Maryland  
   Price $2.00
2. Good Housekeeping, 119 West 46th Street, New York City  
   Price $3.00
   Price $1.50
4. Mother and Child, American Hygiene Association, Baltimore, Maryland  
   Price $1.25
   Price $1.50
   Price $1.50
   Price $3.00
8. House Beautiful, 3 Park Street, Boston, Mass.  
   Price $2.50
9. House Beautiful, 3 Park Street, Boston, Mass.  
   Price $1.50
    Price $5.00
    Price $5.00
12. Vogue, Conde Nast, 19 West 44 Street, New York City  
    Price $5.00
13. The Elite, 71 Suffolk Street, New York City  
    Price $3.50
    Price $3.50
15. Teachers College (Record and Bulletins), Teachers College, Columbia Univ., New York  
    Price $3.50
16. The Cornell Reading Course, Cornell University, Ithaca, New York  
17. University of Illinois, Bulletins, Urbana, Illinois  
18. Iowa Agricultural College, Bulletins, Ames, Iowa  
19. The Housekeeping Experiment Station, 28 Hoyt Street, Stamford, Conn.  

### GOVERNMENT PUBLICATIONS


**FEDERAL BOARD FOR VOCATIONAL ED.**

Bullets on vocational homemaking, Washington, D. C.

**DEPARTMENT OF AGRICULTURE**

Place name on mailing list for monthly Publications

Farmers Bulletins
Agricultural Experimental Bulletins

**DEPARTMENT OF INTERIOR**

Division of Home Economics, Bureau of Education, Mrs. Henrietta Calvin, Director
Home Ed. Bureau, Bureau of Ed., Reading Courses for Parents

**HISTORY AND DEVELOPMENT OF HOME ECONOMICS**

   Price $3.75
EQUIPMENT

The problem of equipment is a difficult one when placed in the hands of an experienced home economics teacher, in a regular laboratory; but what can the one-teacher school do? The teacher very possibly has no training for this field of work, but many of her children never have an opportunity to go further and the influence of such work is so far-reaching that, despite the already overcrowded curriculum, and lack of space and equipment, much may be done if the work is centered around the hot lunch. The theoretical work could be given in connection with history, geography, arithmetic, or a reading lesson, and a corner of the cloak room, or even a part of the teacher’s platform could be used for a kitchenette. If a kitchen cabinet and a two or three-burner oil stove with a portable oven could be secured all the necessary equipment could be easily cared for. But a large drygoods box, or a few shelves and a table top, hinged to the wall so it may be dropped when not in use, may serve very well to start with. A home-made fireless cooker would also be a valuable piece of equipment. The supplies, which will probably be very eagerly contributed by the patrons of the school, should be kept in glass jars (fruit jars do nicely) or tin cans. A tin can, painted white and labeled, presents a very attractive and sanitary appearance. The necessary cooking utensils depend entirely upon the number of children and the locality. If the teacher does most of the work as demonstration and just one hot dish is prepared each day, it will require much less equipment, but if the older girls work in groups, they must have a sufficient number of quantity sized utensils to prepare and serve the foods efficiently.

The necessary towels, dish clothes, cleaning cloths, holders, and aprons may be furnished by each student, made in her sewing classes and kept as her own personal property at the end of the year, if they can not be purchased by the school.

The preparation and serving of the hot lunch is one of the best ways to introduce courses in home-making into the rural school and, if the work is carefully organized and administered, it may be the means of improving the physical condition of the children as well as serving real educational purposes.

EQUIPMENT FOR HOME ECONOMICS

When considering desks, write to

C. Christensen, 2219 Grand Ave., Chicago.
R. A. Fife Corporation, 70 Fifth Ave.
New York, N. Y.

It is possible to have a local carpenter make a satisfactory table. This can frequently be done at less expense than purchasing the above finished desks. When space must be economized an inexpensive double table (students working from each side) can be made to accommodate ten students. The following dimensions have proven fairly satisfactory for children in elementary grades—length, 11 ft; height, 30 inches; width, 34 inches; burners 7 inches above top in one row down center of table.
Shelf—8 inches below top, closed by board hinged at shelf, with buttons on edge of top. This board divided into two sections, each 5½ feet long, hangs down below shelf while class is at work.

Good finish for top of desks—
Uni-varnish, Murphy Varnish Co., Newark, N. J. One gallon covers 125 square feet with one coat; four coats are needed. This is excellent in appearance, easily cleaned, is not affected by water nor a reasonable amount of heat, lasts very well.

A good gas-burner for top of desks—

An excellent alcohol stove—
For use on top of desk is made by Dangler Stove Co., Cleveland, Ohio.

For suggestions for arrangement of desks, see "Equipment for Domestic Science Laboratories," Kinne; also, Home Economics Journal, May 1920.

How to keep a floor of a laboratory in good condition is a vexing problem. One means which has proved fairly satisfactory is to start with a reasonably smooth floor, stain with medium flat walnut stain, follow with three coats of floor varnish and wax on top of varnish. Watch wear and re-wax where greatest wear shows once or twice a year. A floor treated thus, looks and wears well.

The following list of equipment for homemaking departments in Virginia High Schools has been compiled by Miss Edith Baer, former supervisor of Home Economics in this state:

SUGGESTED LIST OF EQUIPMENT FOR HOMEMAKING DEPARTMENTS

VIRGINIA HIGH SCHOOLS
FOR TWELVE STUDENTS

Where two numbers are given, it is possible to accomplish the work with the smaller number of utensils, if group work is done.

Desk Equipment
6-12 shallow layer cake tins (11 in.)
6 tablespoons
6-12 teaspoons
3-6 case knives and forks
3-6 paring knives
12 spatulas (6 in.)
2-4 small wooden spoons
4-6 measuring cups (one-half pint)
1-2 egg beaters
1-2 bowl strainers (medium sized when for group)
12 double boilers (1 pt.)
1-2 saucepans with lids (1 pt.)
2-4 small frying pans
6 earthenware custard cups
2-8 earthenware bowls (1 pt.)

1-2 salt boxes
1-2 pepper boxes
2-4 dishpans
1-2 nickel towel rods
1-2 vegetable brushes
1-4 scrubbing brushes

Sink Equipment
1 sink with drain-boards (enamel preferred)
1 sink strainer
1 towel rack
1 soap shaker
1 soap dish
1 garbage pail
1 hand basin

Fuel Equipment
1 coal range
2 three or four burner oil stove with portable oven
or
Individual gas burners
1 gas stove
1 coal range
1 coal and wood box
1 coal shovel
1 oil can
1 stove brush
1 dust pan
1 tea-kettle and inset
1 match holder

Supplies Equipment
1 bread box
6 glass jars (2 qts.)
6 glass jars (1 qt.)
6 small jelly tumblers for spices, etc.
1 medium pitcher
4 medium bowls (10 in.)
3 plates
2 platters
1 butter jar
1 flour firkin
1 sugar firkin

Utensil Closet
1 double boiler (2 qts.)
1 double boiler (1 qt.)
2-4 saucepans with lids (2 qts.)
1-2 saucepans with lids (1 qt.)
1 soup kettle (8 qts.)
1 iron frying pan (10 in.)
1 wooden bowl
1 chopping knife
2-3 rolling pins
1 bread mixer (Universal)
1 coffee pot
1 tea-pot
1 scotch bowl and basket
1 grater
1 onion grater
1 nutmeg grater
12 small pie pans
3 large pie pans
3 layer cake pans
2 sets muffin pans
1 loaf cake pan
2 baking sheets (Russia iron)
1 sponge cake pan
1 cork screw
1 apple corer
1 potato ricer
1 potato masher (wire)
1 potato masher (wooden)
1 ice pick
1 set Christy knives
1 can opener
1 carving knife and fork
1 knife sharpener
1 spatula (6 in.)
1 pair scissors
1 bread board and knife
2 lemon reamers
2-4-6 biscuit cutters
2 cookie cutters
1 doughnut cutter
1 cake turner
1 griddle
1 waffle iron
3 cake coolers
1 colander
1 trivet
1 large basting spoon
1 flour dredger
1 sugar dredger
1 quart measure
3 knitting needles for testing vegetables, cake, etc.
1 dover egg beater
2 pastry boards (if not on desks)
1 ice cream freezer
1 frying pan
1 casserole or baking dish
1 tea strainer
1 coffee strainer
3 asbestos mats
1 roasting pan

Cleaning Equipment
1 fibre pall
1 wet mop
1 floor brush
1 broom
1 dust pan and brush
floor cloth
dusters
scrubbing brush

Kitchen Furniture
6 cooking tables (2 students each)
12 stools
blackboard
clock
2 cupboards for supplies
supply table

Laundry Equipment
2 sets wooden tubs
1 set irons
1 ironing board and table
1 ironing blanket and sheet
1 boiler
sausage pan, etc., for starch
1 wringer

Dining-room Furniture
1 table
6 or eight chairs
1 serving table
1 closet for china

Recommended for less expensive equipment but not required.

Sewing-room Furniture
2 or more tables with foot rest (3 by 8 ft. and 36 inches high)
1 Singer sewing machine for every 6 students at least.
1 long mirror
1 closet for supplies
lockers for students' supplies
12 chairs
1 blackboard

China and Silver
6 tumblers
1 water pitcher
1 sugar and creamer
1 covered vegetable dish
6 coffee cups and saucers
6 teacups and saucers
2 medium sized platters
2 open vegetable dishes
1 salad bowl
2 salt shakers
6 dinner plates
12 breakfast plates
6 bread and butter plates
6 soup plates
12 fruit saucers
2 serving trays
12 knives and forks
12 teaspoons
6 table spoons
6 fruit knives

Linen
12 glass towels
12 coarse towels
12 small scrubbing cloths
12 dish cloths
2 floor cloths
2 oven cloths
1 silence cloth
1 table cloth
12 napkins
12 plate doilies
12 finger bowl doilies
12 tumbler doilies
1 centerpiece
1 lunch cloth
12 napkins

No provision has been made for the teaching of home-nursing and the care of the bedroom, but a room in the neighborhood of the school may be secured by the instructor for this work.
THE VIRGINIA TEACHER

VIRGINIA ASSOCIATION OF WOMEN'S COLLEGES AND SCHOOLS

Jefferson Hotel, Thursday, February 17

Welcome—Dean May L. Keller, Westhampton College.

Response for the Association, President J. A. C. Chandler, William and Mary College.

Remarks by the President, H. S. Hoffinger, Virginia Intermont College.

Correlation of Effort.
1. Means by which Private Colleges and other Institutions may Benefit the Public School System. Superintendent Harris Hart.
2. The Junior College in its relation to Senior Colleges. President F. W. Boatwright, University of Richmond.
3. The Place of Vocational and Technical Training. Dr. Orie Latham Hatcher.

3. What Courses in Home Economics should be offered in Virginia Colleges, and what credit should these receive?
4. What credits should be given Graduates of State Normal Schools upon entering Colleges?
5. Discussion of 3 and 4, lead by Dean K. J. Hoke, William and Mary College.

Present Social Conditions.
2. The Need of Religious and Moral Training in Schools and Colleges, Miss Mary Williamson, Hollins College.

1. Latest View of Teacher Shortage, President J. L. Jarman, Farmville State Normal School.
2. How can the Women's Colleges meet the New Demands of the Time? President Emilie W. McVea, Sweet Briar College.


Friday

Business Meeting.

Joint Meeting with Association of Virginia Colleges.

Address—"Education for Citizenship," Hon. P. P. Claxton.

ASSOCIATION OF VIRGINIA COLLEGES

Jefferson Hotel, Friday, February 18


12:00 M. "The Purpose, Aim and Content of the Undergraduate College Course in Liberal Arts," Dean John Latane, the Johns Hopkins University.

3:00 P. M.—"Can the Influence of the War Be Properly Interpreted in the College Curriculum?" President Julian A. Burruss, Virginia Polytechnic Institute.

8:00 P. M.—Joint meeting of the Virginia Association of Women's Colleges and Schools and the Association of Virginia Colleges, Jefferson Auditorium. Address—"Education for Citizenship," Commissioner P. P. Claxton.

Saturday, February 19

9:00 A. M.—"Should the Content of the High School Course Completed by a Student Be Used as a Basis of Determining His Classification and Course of Study in College?" President J. D. Eggleston, Jr., Hampden-Sidney College.

10:00 A. M.—"How Can the Colleges Cooperate in Conducting Extension Courses?" President J. A. C. Chandler, College of William and Mary.
VI

EDUCATIONAL COMMENT

VIRGINIA'S ACCREDITED COLLEGES AND UNIVERSITIES

Virginia ranks first among Southern states for the number of its higher institutions "accredited" by the Southern Association of Colleges and Secondary Schools at its December meeting in Chattanooga, Tennessee, according to a recent issue of School Life.

Virginia contains 6 such institutions, Tennessee 5; North Carolina, South Carolina, and Georgia, each 3; Kentucky, Texas, Mississippi, Maryland, and Florida, each 2; and Alabama, Missouri, and Louisiana, each 1.

Virginia’s accredited colleges and universities are: Washington and Lee University, Randolph-Macon Woman's College, University of Virginia, Randolph-Macon College, Richmond College, and Hampden-Sidney College.

UNIVERSITY OF VIRGINIA SUMMER SCHOOL

"Statistics of Registration of Thirty American Universities for 1920" are presented in School and Society for Jan. 29, and disclose that attendance at only eight summer schools in the United States exceeded that at the University of Virginia. Enrollment figures for the six weeks term show that Teachers College had 9,780 students, California 6,436, Chicago 5,406, Wisconsin 3,578, Michigan 2,225, Cornell 2,174, Harvard 2,077, Minnesota 2,025, Virginia 1,779.

Ranked according to the number of regular full-time students enrolled, the University of Virginia stands twenty-seventh with 1,630 students. California ranks first with 11,071 regular full-time students.

SMITH-TOWNER BILL MAKES PROGRESS

Altho there is not much expectation that it will be brought to a vote before the adjournment of Congress in March, the Smith-Towner bill to create a department of education, with a cabinet officer in charge, and proposing a federal appropriation of $100,000,000 to supplement State and local appropriations, has been favorably reported to the House by the committee on education. Efforts are now being directed to secure a favorable report from the Senate committee.

But favorable action by the House Committee represents substantial progress. The forces which have been lined up to defeat the bill are rather helping to create sentiment favorable to its passage.—Randall J. Condon, Superintendent of Schools, Cincinnati.

RICHMOND TO BORROW MONEY FOR SCHOOLS

A bond issue of a million and a half dollars has been authorized by the city council of Richmond, Virginia, for the erection of a new colored high school, an additional junior high school for white children, and three elementary schools.

SALARIES AT STATE-SUPPORTED HIGHER INSTITUTIONS

For 1920-21, out of 64 state-supported universities and colleges in the United States, only 13 pay their presidents $10,000 or more a year. The University of Virginia is one of the 7 that pay $10,000. In 1915-16, the University of Virginia paid $8,000.

Other interesting facts are to be found in the study of salaries in state colleges, published in School Life for Jan. 15. Out of these 64 institutions, only 9 have not increased their presidents' salaries since 1915-16. Among these 9 is the Virginia Polytechnic Institute.
In 1915-16 the average salary reported for professors was $2,400; this year it is $3,200, or an increase of 33 and one-third per cent. The University of Virginia was one of 6 institutions paying a maximum salary to professors of $3,600 or more in 1915-16, when only 2 of these payed $5,000. This year there are 10 state-supported institutions paying $5,000 or more to professors, and the University of Virginia is not among them.

NIGHT SCHOOLS AT WINCHESTER

Superintendent F. E. Clerk, of the Winchester schools, recently issued a statement urging citizens of Winchester over 16 years of age to enroll in the Handley Night School, classes in which began January 10.

"The night schools should be an outstanding feature of the Handley Schools," said Mr. Clerk, "particularly since Judge John Handley himself got his education in the night schools of Washington, D. C.; and undoubtedly his interest in public education was caused largely by the start in life that he received from night school training."

Courses for as few or as many nights a week as students wish were offered in cooking, sewing, practical English, mathematics, auto repairing, typewriting, bookkeeping, mechanical drawing, woodworking, and in any other subject desired by ten or more people.

SCHOOL NURSE IN SHENANDOAH

Shenandoah county boasts a school nurse, who in three months examined 1676 children in 58 different schoolrooms, visited 35 homes, made 5 public health talks, and held numerous conferences with teachers. She also assisted in a clinic held under the direction of the Red Cross Nursing Committee December 1, when 49 persons were operated on for the removal of adenoids and diseased tonsils.

Funds sufficient to pay the salary and traveling expenses of the school nurse were provided in Shenandoah county by the local chapter of the Red Cross, with the assistance of the State Board of Health.

A SCHOLAR’S CONTRIBUTION TO EDUCATION

We Americans have been accustomed to look to England and other European countries all too frequently for texts and source-books of a thorough-going scholarly type. But for some time, particularly in the field of education and psychology, it has been that the tide is turning; and today scholars and scholarship of no less merit are to be found in our country. Such evidence is found in the recently published *History of Education and Readings in the History of Education* from the pen of Professor Cubberley, a well-known author and editor of texts in education. These two works are the logical outcome of a syllabus by the same author published in 1902, but have been postponed by the appearance of Dr. Paul Monroe’s scholarly *Textbook in the History of Education* and the later three-volume series of Dr. Frank P. Graves. In the meantime Professor Cubberley’s *Public Education in the United States* had demonstrated the need and demand for the presentation of the whole subject of the history of education with larger attention to its practical implications and modern trends.

The *History of Education*, itself the product of a score of years of successful teaching experience in this field, bears the subtitle, "Educational Practice and Progress Considered as a Phase of the Development and Spread of Western Civilization." Consequently, unlike most discussions, the primitive and Oriental phases are omitted and the Greek era, perhaps the first to be characterized by definite progress, is taken as the starting-point. Similarly the whole work is peculiarly free from any tendency to encyclopedism, rather neglecting these phases both of educational theory and practice that do not suggest in some way the place of education in social evolution and racial development. Less than one-fourth of the book therefore is devoted to pre-Renaissance edu-
cation and about one-half is devoted to the modern period under the caption, "The Rise of Democracy; the State Takes over the School." While it is not to be expected that the general reader will make as much use of the book as will the advanced student of education, nevertheless he is certain to find interest in such chapters as "The Sources of our Civilization," "The Eighteenth Century a Transition Century," "Awakening an Educational Consciousness in the United States," and "New Tendencies and Expansions." These chapters alone would give the average citizen and school director an admirable view of how our present educational institutions and practices came into being.

Perhaps the happiest feature of the text is the splendid collection of figures and plates numbering over two hundred and fifty. These include pictures of material and equipment, photographs of pages of texts, maps indicating the widening acquaintance of man with the earth, maps showing the location of educational institutions and trade-routes, and scores of pictures of persons and schools. Of little less value are the brief source materials included in the body of the text and found on nearly every page. Complete helps are found at the end of each chapter, including references and questions for discussion.

The Readings in the History of Education fills an even more urgent need on the part of students and teachers in our colleges and normal schools, as its only predecessor worthy of mention is the source-book of Professor Monroe which was restricted to selections from Greek and Roman writers. The Readings follows the same outline as the History, which bears cross references to the various selections. These number three-hundred and seventy-five, averaging about two pages in length in a rather fine print. Against the criticism that may be urged that these are two short, it will be said by the teacher with experience in the field that a large number of brief readings giving the gist of the thought is more interesting to the student and makes possible a much wider range of contact with original sources. No doubt there are instances, as in the cases of Aristotle, Cicero, Luther and Locke when it might be desirable to read more at length, but in most of these cases it is impossible in even small libraries to turn to the full text. The great bulk of the readings here presented are now available for the first time in any but the larger libraries.

The author has been zealous, and rightly so, to include a large number of references having to do with actual school practice, including school laws and regulations, committee and commission reports and memorials, samples pages of texts, and so forth. To this end about one reference in ten is secondary in nature, being in most cases a description of school conditions by the best student of the period, this only where the source materials were not available. A splendid feature of the book is the fact that about one-fourth of its contents is on American education. The reviewer predicts even greater use of this book than of the companion text in the history of education.

One picks up, reads, and lays down these two volumes with a sense of genuine satisfaction. Here is a task done well in all important respects. Painstaking scholarship, correct historical perspective, forward-looking viewpoint, wealth of illustration, teachability, and the usual mechanical excellence of this series combine to produce the result noted above. Students in our higher institutions who are working in the field of education will find these books in all likelihood the most satisfactory two books in the history of education. Former students in the field will turn to these to refresh their former outlook and to get a new grip on the values of education and of life alike. The general reader who has any abiding interest in mankind will find in the books the opportunity to grasp in large outline the effort of the race to consciously determine its own development—haltingly, it is true, at times—but with an ever-increasing assurance of the practicability of its efforts.

However, a larger service still, the writer believes, will be served by these volumes, and one which the author purposed. The subject of the history of education was one of the first branches of "pedagogy" to be formulated. Perhaps for this very reason it was destined to lag behind its more practical sisters, such as for example, educational administration, educational psychology, and educational measurements, in which the de-
development has been phenomenal in recent years. Recently, therefore, the history of education has been minimized as an essential course for the training of teachers, even to the point where—once generally required—it became elective in many training schools or indeed was dropped. This criticism and neglect of the subject was not due to the subject itself, for no truly trained teacher believes that the sense of values, of perspective, and of the development of modern purposes and ideals is insignificant; it was due rather to inadequate teaching done and to inadequate texts, which placed the emphasis upon our own or untried philosophies and theories of education rather than upon the educational activities of the race. The attention to facts, rather than tendencies and principles, made the subject first of all distasteful to many students, and those in charge of teacher-training doubted whether the subject possessed definite value for the student. Cubberley’s books reverse this emphasis, and are certain to revive the course in our normal schools and teachers colleges, for they show that practical value can be gotten from the subject and that the teacher of the history of education who uses them can hardly do his work ineffectively.

W. J. Gifford

VIII

RECENT BOOKS THAT SHOULD INTEREST TEACHERS


The purpose of this book is to teach to high school boys and girls the principles of nutrition and their application. Special emphasis is put on food values, economical buying, and the importance of good food-habits. The problems presented are in the form of practical exercises, and center around the “Irving family,” which consists of father, mother, baby one year old, three boys,—aged three, seven, and sixteen years,—and two girls of ten and sixteen years. Daily meal plans are worked out to meet the needs of each member of the family and of the family as a whole. The teacher has ample opportunity to go a step farther and carry this over into the home.

The book is scientific, accurate, and up to date. The following illustrate some of the practical problems:

To criticize and reconstruct specified meals.
To select a luncheon from a school menu.
To plan and prepare a home luncheon.
To plan and prepare, for a boy, a day’s meals with a pint of milk concealed in cooked food.

P. P. M.


How to adapt history material to the needs of the primary child is a problem that is being worked out through observation and experimentation by able teachers, and they are beginning to look more closely to history, sociology, psychology, and ethics for help in the undertaking.

This book treats very concretely the social education of children in the primary grades. Special emphasis is placed upon ways and means of enlarging the child’s experience through the development of the historic sense. This is done through working out the problems of food, clothing, shelter, bearing burdens, celebrating holidays, etc. Concrete illustrations, outlines, and cuts for work in the first, second and third grades are given here. The work has been planned in a very systematic and well organized way. It is written so that it is adaptable to both city and rural schools. It should prove suggestive, instructive and stimulating to all teachers of primary grades.

L. B. B.


One is disappointed that this book does not measure up to the promise of its title; for as the authors say in their preface, “England has gone forward steadily in the development of religious, political, civil, social, and intellectual freedom,” and a running story which silhouettes the upstanding structures of English literature is a book that young students need.

Both title and preface imply that the authors aim to focus the high school student’s attention on the various epochs of expansion, territorial and intellectual, by presenting the highwater mark of achievement in literature; but, to the present writer at least, the book too often fails in this purpose by following in too close detail the outlines of men and books so common to all histories of English literature. In place of the bold-face headings and block arrangement of type characteristic of textbooks, it is true one finds here a run-
nring story, but it is too liberally sprinkled
with the names of books in italics.

Perhaps, however, it is the authors' in-
tention to present names and dates in the
gulf of a sugar-coated pill. The book is
quite readable, and contains excellent illus-
trations. The chapter on "The World Ex-
ansion" is particularly good.

C. T. L.

**Effective English Expression**, by Edward
Harlan Webster. New York: Newson and
Company. 1920. 323 pages.

The strength of this book, as its name
implies, lies in the fact that it forces the
pupil to look always to the effect to be pro-
duced by his theme, his letter, his paragraph,
his talk. The inevitable "first thing" in the
suggestive assignments is that the pupil him-
self shall decide on a definite purpose and
state it. Then he is led along to work out a
plan for achieving this as best he can by
choosing material that is effective and by res-
olutely leaving out what is ineffective. Both
in the textbook and in the accompanying
Teachers' Manual the author makes very con-
crete these first principles of writing by keep-
ing in mind the likeness between organizing
a theme and furnishing a room which is to
be filled—so convenient for quick and de-
finite passage which is to be corrected or punctu-
ated.

The suggestions as to the psychology of
business letters are shrewd, but it seems a de-
cided step backward to display end-line punc-
tuation in the address, both outside and in-
side.

Though there are some choice tidbits for
stimulating taste for word-derivation, the
book has throughout an unmistakable com-
mercial flavor and smacks strongly of sales-
manship and advertising generally.

E. P. C.

**English Literature**, by John Louis Haney.
1920. 452 pages. ($1.60).

Thinking to find only one more conven-
tional history of English literature, the re-
viewer opens this book to be caught imme-
dately by its charming illustrations, generally
of small proportions but clear and distinct.
Neatness, proportion, and balance character-
ize the mechanics of the book.

Its contents are no less pleasing. Dr. Haney's twenty years' experience in teaching
high school pupils has guided him in his
choice of details and in his manner of present-
ing them. Speaking of Barrie he says:
"Grown-ups who have never seen Peter Pan
should borrow a child, if necessary, and take
the youngster to see the wonderful land of
make-believe." Treasure Island is "a glori-
ified 'dime novel.'" "Literature was a mere
trade to Southey.... His complete works
would fill over a hundred volumes." Ruskin
was "coddled and supervised by his parents
well into middle life.... His fondness for
unusual and misleading titles has undoubted-
ly curtailed the circle of his readers.... No
one expects a book called *Sesame and Lilies*
to be about the advantages of reading....
Misguided farmers who bought *Notes on the
Construction of Sheep Folds* were justified
in their disgust to find that it is a book advo-
cating reform in Church government and has
nothing to do with four-legged sheep."

Give high school students the opportunity
to use this textbook and watch their enthus-
iasm grow.

C. T. L.

**English Problems in the Solving**, by Sarah
E. Simons. Chicago: Scott, Foresman and
Co. 239 pages.

An extensive bibliography based primarily
on professional articles appearing in *The En-
glish Journal*, *The English Leaflet*, and the
*Bulletin of the Illinois Association of Teach-
ers of English*, gives its chief value to this
book, which had its inception in a course of
lectures at Johns Hopkins University in the
summer sessions of 1918 and 1919. Miss
Simons has made liberal use of the assistance
of two teachers under her supervision in the
Central High School, Washington, D. C., the
extent of which might well have been indi-
cated in the table of contents. One is never
sure, from the topical arrangement of the
text, just how much Miss Sleman and Miss
McCorm are responsible for.

A weakness of the book lies in its very
indefinite treatment of the measurement of
quality in composition. The book's special
usefulness to teachers of English and to pros-
spective teachers lies in its similarity to a
syllabus, outlining in a general way the prob-
lems that present themselves and indi-
cating where discussion of these problems
is to be found. It is not a book of carefully
weighed conclusions; probably was not in-
tended to be.

C. T. L.

**Nervous Children**, by Beverley R. Tucker.
M. D. Boston: Richard G. Badger. 147
pages.

This is a popular treatment of the man-
agement and treatment of nervousness in
children, intended not only for the physician
and intelligent nurse, but also for the mother
and the teacher. Its object is to give an un-
understanding of the fundamental principles underlying the rearing of children from a standpoint of their nervous and psychic development, so that their knowledge and judgment will lead them not only to understand the child, but to train it to avoid the neuro-psychopathic pitfalls which are found everywhere in its path. The book is, in substance, a plea for the prevention of neurotic development by the application of common sense.

A. L. J.


This book is intended as a text for use in normal schools and colleges. Its primary aim is to assist in the making of necessary connections between the more general courses in educational psychology and theory of teaching, and the special work of practice teaching in manual and industrial arts.

While the discussions of the text largely presuppose a knowledge of psychology as a prerequisite, mature students and experienced teachers of the manual or industrial arts who have had no psychology may be expected to pursue the reading of the text successfully by devoting somewhat more time and attention to the reference readings suggested at the close of each chapter. Some experience with manual or industrial arts subject matter is necessary for an appropriate appreciation of the discussions of the text.

This book is the latest work Professor Ira S. Griffith, now of the University of Wisconsin, has written. He is the author of the well-known series of books on wood-working and manual training. He is looked to as one of the foremost authorities in the field, and his latest book is already recognized as the best treatment of psychology on the subject.

F. I. M.


This book is of invaluable assistance in acquiring the technic of stenciling in several mediums upon various surfaces. Detailed descriptions are given of the materials and equipment used; also of the various processes employed in using the different mediums for stenciling, together with many excellent drawings and photographs of stenciled objects, suitable for home and school work. It includes selected problems appropriate for the different grades in the elementary school and in the high school.

The designs illustrated include many attractive bags, table runners, cushion covers, collars, draperies and table mats, as well as many simpler problems for little folks in the elementary grades.

F. I. M.


This is a very unusual book especially adapted to the use of veterinary students. Its chief emphasis is placed on the study of poisonous plants. These are well illustrated, described, and discussed with special reference to their phytotoxins and antitoxins. The general discussion of plant poisons is very good as is the treatment of the many common poisonous plants among which are certain mushrooms, silage, lady slipper, harkspur, wild cherry, loco weed, poison ivy, hemlock, and other plants.

About half the book is given to the treatment of forage plants, cereals, legumes, gain and loss of nitrogen, weeds, and seed testing. This phase of the book appears to me to have been added to round out an economic botany, and I should prefer Hunt's Forage and Fiber Crops. As a reference book of poisonous plants, however, it should be in the hands of every teacher of botany, for most of them are rather poorly informed on this topic. The subject matter is very technical and the laboratory work is rather elementary.

G. W. C., Jr.

IX

SCHOOL ACTIVITIES

It is doubtful if any event of the past month has been more fraught with interest than the Junior-Senior basketball game, or rather games—ball for there was both a tying and an untying! "Junior-Senior Week" was this year limited by common consent to the three days preceding the game on January 22, and the decorating was confined to the gymnasium.

But what a mass of color was there! Seniors and those of their sister-class, the Degree class, were dressed in green and white; Juniors and Postgraduates in orange and black. Before the game the Juniors snake-danced, and the Seniors followed suit between halves. At the end of the contest it was hard to know what to do, for a cog had slipped somewhere and the victory which each class had expected was tied in a not. (If you see a pun, blame the proofreader!)
To the accompaniment of much yelling and singing, enthusiastically indulged in by both bodies of rooters, the Tied opposing teams succeeded in running a pretty even race; and after being three times tied the whistle blew on a score of 27 to 27. Imagine.

**Seniors**

R. forward Ruth Ferguson (Capt.)
L. forward Catherine Kemp (Capt.)
J. center M. Mageath
S. center Louise Palmer
R. guard Lucretia Upshur
L. guard Grace Tilman

The evening of January 29 a picked team of the Harrisonburg Normal School met the Bridgewater College team Varsity Team on their floor, and won by a Under Way score of 33 to 13. The first half was played under girls rules, the last half under boys rules, since Bridgewater is using the latter and Harrisonburg the former.

Representing Harrisonburg in this game were: First half—Ferguson, R., Faulkner, McGaha, Parrott, Hodges, and Upshur; Second half—Steele, Faulkner, Bonney Roark, and Hodges.

The Harrisonburg State Normal School basketball team won a decisive victory over the Farmville Normal School in the first interscholastic game ever played between the two schools. The score was 52 to 17.

Farmville put up a fair fight in the first half when they made 14 points to the Harrisonburg team’s 27. The visitors were able to make only 3 points during the second half, being completely outplayed at every stage of the game.

A return game with Farmville will be played at Farmville March 11. Harrisonburg’s next game in the intercollegiate series will be at the Fredericksburg State Normal School February 25. Radford Normal School will play in Harrisonburg March 4.

To Mrs. Johnston goes great credit for the excellent coaching the team received. Every member did steady effective work.

The line-up:

**Harrisonburg**

<table>
<thead>
<tr>
<th>Senior</th>
<th>Position</th>
<th>Farmville</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Steele</td>
<td>R. forward</td>
<td>D. Van Sickler (Capt.)</td>
</tr>
<tr>
<td>V. Faulkner</td>
<td>L. forward</td>
<td>A. Treakle</td>
</tr>
<tr>
<td>Rita McGaha</td>
<td>J. center</td>
<td>S. M. Gray</td>
</tr>
<tr>
<td>Edith Ward</td>
<td>S. center</td>
<td>M. Moore</td>
</tr>
<tr>
<td>Marion Hodges</td>
<td>R. guard</td>
<td>M. Gray</td>
</tr>
<tr>
<td>F. Hounshell</td>
<td>L. guard</td>
<td>E. Bell</td>
</tr>
</tbody>
</table>

**Farmville**

Referee—Miss Lindsey, of Farmville.
Umpire—Mr. Johnston, of Harrisonburg.
Timekeeper—Mrs. T. Brock, of Harrisonburg.

The Senior Tea Room, located in the basement of Harrison Hall at the entrance to the “subway”, was opened "Your Saturday morning, January Order, 12, under the management of Please" Alma Tatum. An artistic color scheme—black enamel tables, chairs with dainty decorations of blue,
and salmon pink draperies—makes the Tea Room attractive in itself; and the delicious odors which come from the Y. W. kitchen across the hall add zest to the appetite of those students who may be found there each Saturday morning between eight and ten o'clock. But light lunches are served at odd hours on school days, and the entire student body expresses by its patronage the favor in which the Senior Tea Room is held.

The regular quarterly Cotillion Club dance was given January 28. The auditorium was very prettily decorated for the occasion, a heart-and-arrow scheme being carried out. The dance continued until eleven-thirty, to the music of the Augusta Military Academy orchestra. The music included all the latest song hits and was exceptionally good. Tempting refreshments were served.

One bright, somewhat sunny morning last week, the beauty of the campus landscape was further enhanced by seven placarded young ladies. Initiation The aforesaid placards upon closer inspection were seen to bear the word “Stratford” and the symbol goat. These young ladies at numerous intervals during the day indulged in very queer antics, such as bending to the ground in humble obeisance. The gymnastics culminated in a dinner given by the old members to the goats, with the honorary and advisory members present, at which the initiates were attired in costumes to represent persons of the theater.

The new members are as follows: Gladys Halderman, Winchester, as Norma Tal madge; Vergila Sadler, Buckingham, as Mrs. Jiggs; Virginia Crockett, Pulaski, as Charles Ray; Ruth Pilcher, Clifton Forge, as Nazimova; Mary Hess, Hampton, as Dorothy Gish; Lucretia Upshur, Chevilton, as Douglas Fairbanks; and Sarah Tabb, Portsmouth, as Charlie Chaplin.

The Stratford Dramatic Club has an enviable record for presenting worth-while productions, and it is rumored that in the near future their talents will again be evidenced in another high-class presentation.

The Glee Club of H. N. S. has swung into its twelfth year, and one looking back to find an enviable history, not only in its activities, but in its members and programs rendered.

In 1910 with nineteen members, under the efficient guidance of Miss Lida Cleveland, it made its initial bow. In turn its destinies were shaped by Miss Julia Starr Preston (Mrs. W. G. Sprinkel), Mr. Paul Hardey, and Miss Hazel Fay; in 1916 the management was assumed by Miss Edna Trout Schaeffer, under whose splendid leadership its enrollment was increased to 115 and it attained its present prestige.

For several years a representation of the club has given programs at Washington and Lee University, Virginia Polytechnic Institute, Augusta Military Academy, and other schools where they were enthusiastically received.

Plans for this year include the publication of the Glee Club song, composed by Dr. J. W. Wayland, and a somewhat extensive concert tour. The club is also anticipating a reunion of all Glee Club Alumnae at Commencement time.

The present officers are: Mary Phillips, president; Dorothy Lacy, vice-president; Elise Loewner, secretary-treasurer; Mary Stephens, assistant secretary-treasurer; Rosa Heidelberg, business manager; Virginia Greenland, assistant business manager; Anne Gilliam, librarian; Margaret Gill, assistant librarian.

Announcement of the “Schoolma’am” staff has met with the hearty approval of the student body. Already, under the guiding hand of Miss Cleveland, the staff is busy at its task and will publish in June an annual that compares favorably with all those that have preceded it here. The qualifications of the editor are many; her ability and the business manager’s past experience insure a product such as Harrisonburg always aims to turn out—a charming schoolma’am.

The staff consists of Edith R. Ward, editor in chief; Louise Houston, Dorothy Lacy, Louise Moore, Penelope Morgan, and Ver-
The private dining room in Science Hall was attractively arranged for the formal dinner in honor of Miss Sallie Dinner Lucas Jean the evening of For January 16. The decorations Miss Jean were pink and white sweet-peas and southern smilax, with low crystal candlesticks tied with light green tulle. Twelve covers were laid, the guests being Miss Jean, President and Mrs. Duke, Mrs. Moody, Miss Brinton, Miss Anthony, Miss Day, Miss Wilson, Louelle Potts, Ruth Rodes, Mary Brown, and Elizabeth Murphy.

At a patrons’ meeting at Pleasant Hill the evening of February 2, a nine-months school term was favored with:

Progress at out a dissenting vote and a Pleasant committee was appointed to Hill interview all absent patrons and report at the next meeting. This school, where teacher training is provided for students of the Harrisonburg Normal School under rural conditions, has recently been placed on the junior high school accredited list, along with fifteen others in Virginia.

There has been splendid co-operation between teachers, patrons, and pupils, as well as between County Superintendent John C. Myers and the State Normal School. Miss Lotta Day of the Normal School faculty, spoke at the February meeting on the “Values of Home Economics Teaching,” and Miss Katherine M. Anthony and Dr. W. J. Gifford also spoke briefly.

A most pleasing program was rendered at assembly the morning of January 14, when the fourteen-piece orchestra of the Harrisonburg High School, under the capable leadership of Miss Elizabeth Trappe, entertained the student body and faculty. The program offered variety and gave an opportunity for the orchestra to show how thorough its training has been since it was organized last September.

Selections played were: The American Legion March (Vanderloot); Apple Blossoms, waltz, (Fritz Kreisler); La Rose, intermezzo, (Ascher); and Old Glory Selections, medley, (Seredy).

Another in the series of entertainments being given in assembly by rooms of the training school was offered:

Fifth Grade February 1, when Miss Bowman’s fifth grade pupils gave a play entitled “Bacon’s Rebellion.” The five acts which pupils had themselves worked out showed the growing feeling before and after the massacre at Jamestown. Indians in costume smoking the pipe of peace and the interview with Lord Berkeley were scenes especially well done.

A large number of speakers have appeared at assembly during the past month. Rev. Dr. B. F. Wilson, of the Interesting Harrisonburg Presbyterian church, addressed students the morning of January 12; Miss Heller, Y. W. C. A. secretary of the South Atlantic field, told of the needs of the struggling students of Europe and how we may help them; Major James Buchanan, a magazine writer who had volunteered his services for the Salvation Army Drive, spoke briefly on the work of the Salvation Army; Father J. J. De Gryys spoke January 17, comparing art in America with European art and emphasizing the importance of an American awakening; Dr. J. W. Wayland spoke on General Robert E. Lee the morning of January 19; Dr. W. T. Sanger, of Bridgewater College, the morning of February 2, told of his adventures last summer in climbing to the top of a mountain in Utah; and Hon. Harry St. George Tucker spoke in the Citizenship Lecture series on February 4. Mr. Tucker took as his subject the “Fundamentals of Government,” and pointed out the need of rules in any organization, showing thereby the fundamental nature of the Constitution and the need of great care in departing from its provisions.
Music recently heard by students has included the very fine entertainment of the Bostonia Sextet Club the evening of February 4, this number being one in the Four Star Course. The audience was particularly appreciative of the cellist's solo, Beethoven's Minuet in G. The evening of January 19 Franceska Kasper Lawson, of Washington, D. C. gave a recital in Harrison Hall. Music was the feature of the University of Virginia play, "The Visiting Girl," presented in the New Virginia Theatre the evening of January 13. A large part of the student body was present.

Before an audience that hung on every note, Theo Karle, famous tenor, presented an admirable program at the Students Hear Theo evening of February 18. Karle's pleasing personality won his audience from the start, and his gracious response to encores caused his audience to call him back again and again. His "Negro Spirituals" met with the most popular enthusiasm.

This was the concluding number in the Four Star series of concerts arranged under the joint auspices of the State Normal School and the New Virginia Theatre and lovers of music were unanimous in their endorsement of the privileges which they had thus enjoyed.

In the audience were the members of the Farmville Normal School basket ball team which earlier in the evening had played the Harrisonburg team. They were guests of the Normal School.

New officers of Student Government have just been elected and will take office at the beginning of the third quarter, Student March 22. Alberta Rodes, of Government Greenwood, who has been Officers secretary of Student Government during the past year, is the new president. Margaret Bulloch, of Portsmouth, was elected vice-president, and Bernice Gay, also of Portsmouth, was elected treasurer.

Sallie Browne, retiring president of Student Government, is to be congratulated on the successful administration of the organization during her incumbency.

 Officers of the Young Women's Christian Association for the year 1921-22 have just been elected as follows: Y. W. C. A. Louise Bailie, Chatham, N. Election C., president; Roberta Coffield, Portsmouth, vice-president; Sue Raine, Lynchburg, secretary; and Celia Swecker, Monterey, treasurer; Margaret Bulloch, Portsmouth, undergraduate representative.

Practically every student in school is a member of the Y. W. C. A. and feels that the "Y. W." plays a large part in giving a real home atmosphere to the school. The "Y. W." has been especially active during the past year, and through its agency a number of excellent speakers have given inspiration to the student body.

NEWS AND NOTES OF THE Y. W. C. A.

X

COMPILING A DIRECTORY

It is a big job, and we have only made a beginning; but we are getting results and no end of joy out of it. To get answers to all questionnaires, to ascertain the present names and the present addresses of more than 5000 people, is really an impossible task, but with the aid of all the five thousand that we can reach we hope to find most of the others, and thus make our work much worth while. So please do not overlook the last request on your questionnaire. It is this: "Give present name and address of some other old student."

If you think of some one that we are not likely to know of, that is the very person we want you to tell us about. Do like Mary Early (one of the Twins) did at Fishersville a few days ago. She filled up
the whole back of the questionnaire with names and addresses—most of which we could not have had correctly otherwise.

It is really lots of fun and lots of pleasure opening the mail as these questionnaires come back. With them come memories of fair faces and loyal hearts, of skilful hands and faithful work. From far and near the girls of other days come trooping back to Blue-Stone Hill, thronging again, through halls and classrooms, mounting again, with those now here, the upward paths of light. And many of those whose names we love are not content to fill out the blank spaces after the printed questions with the merest possible answers, but they add a cheering message of one sort or another for good measure.

For instance, Ethel Channing says, "I am conducting a kindergarten all alone and I'm crazy about it . . . but I do get so homesick for dear old H. N. S. As soon as you give kindergarten P. G. work I'll be back right there again."

Ethel's kindergarten is a part of the Robert Gatewood School, Norfolk.

Mrs. Irene Stokes (Irene Daugherty) says that her present work is keeping house and looking after two children, and that her annual salary is paid (daily) in appreciation. She adds, "I hope to do something in the way of helping to get that Alumnae-Students Building. Few students have loved Harrisonburg Normal more than I have."

Hazel Cole answers from Chatham Episcopal Institute and sends along a check to be applied to the building fund right away. An encouraging number of these returning questionnaires are accompanied with new subscriptions or renewals to the VIRGINIA TEACHER. Harry Daniel of Leesburg, who was with us in the summer of '19, aids us by giving the names and addresses of five young ladies. He is holding his present position for the third year. Mrs. Ernest C. Lacy of Halifax, formerly Marian Chalkley, has also held her present position for three years. She pays no attention to our inquiries about salary, annual or monthly, but emphasizes her bonus: Ernest C. Lacy, Jr., born June 6, 1920. And we don't blame her a bit.

We could fill pages with interesting facts that are being collected through and preserved in these questionnaires; and so in the face of the pleasures thus derived we forget the endlessness of the task we have undertaken. And we also take courage in the hope that we are laying a sort of foundation for a regular Alumnae Secretary of future days. We ought soon to have one and we hope to see an office provided for her in the "Home-Coming House," that is to say, the Alumnae-Students Building. But we are more concerned about the home-coming than we are about the house, much as we desire it. It is to be a means to the happy ends most desired.

**ORGANIZING FOR ACHIEVEMENT**

All over the State our girls are forming local organizations. The immediate object is to put over the top promptly the plans for the "home-coming" house on Blue-Stone Hill; but another object is to maintain permanent associations for co-operation and good fellowship.

Recently Mr. Duke enjoyed the privilege of meeting a number of our Roanoke girls in an enthusiastic conference. The spirit of the Magic City was clearly in evidence. Plans were laid to raise $1000 in gold (or some sort of cold cash) for the new building. And we are certain that it is going to be done. But it will not be "cold cash." It will be a warm and vital tribute of love and loyalty.

From February 3 to 11 Dr. Wayland was on a trip to various Virginia cities to give the good news from home and to aid local organizations in any way he could. At Charlottesville he found Janie Warner, Annie Ballard Adams, and Elizabeth Rubush at the McGuffey School, and Lemma Snider, Rosa Maupin Fuller, Mada Witt O'Rork, Lucy Parrish, and Myrtie Lewis Ballard at the Midway School. Myrtle Ballard is planning to come back to the Normal to finish up for her diploma, and all of the group named are going to do their good part for the "home-coming" house.

At Richmond, on the evening of February 4, a congenial company of twenty "old students" met with the visitor in the club room of the Y. W. C. A. building. In the group were Miss Gregg, Miss Wooldridge, and Miss Coleman, former teachers. Ed-
mpnia Shepperson, Margaret Burke, Octavia Goode, Audrey Gerard, and Mary Quigg were among the other loyal spirits present. The visitor secured a complete list of all present, but it is deemed too long to print here in full. Suffice it to say that the group comprised “summer girls” and “winter girls,” graduates and non-graduates, and that all are full of the Harrisonburg spirit. This spirit, let it be known, has a power to intoxicate, but to do it in a way that accords with law and that is altogether conductive to good citizenship. Mary Lancaster Smith, 107 N. Harvie Street, is president of the Richmond club. There are nearly one hundred of our girls in the city.

While in Richmond the visitor saw also Miss Mary I. Bell, who is at present teaching good health by mail, under the auspices of the State Board of Health. She likes her work but says she “does so miss the girls” in the Library. They all miss her, especially when they do not hear her say “Sh-h-h-h!”

At Chester Helen Ward, Annie Moseley, Dallas Warren, Frances Cole, and Annie Spencer were waiting with a dinner that was good enough and nice enough for a king. It was a practical demonstration in household arts, of the real Normal kind. Chester is a beautiful town with a live school. All of which means that live people live there and work there.

In the city of Petersburg the duties of Saturday afternoon interfered with higher education, but the group that assembled at the beautiful new high school building was loyal and efficient. Reba Beard, president of the General Alumnae Association, was one present. With her, in the pleasant task of organizing forces in the Cockade City, we may count Mabel Rawls, Harriet Short, Helen Bowman, Annie Lee Jones, Virginia Eppes, Virginia Ridenour (now Mrs. Winfield), and many others who have more than once proved their will and their power to do things.

From the Cockade City to the Hill City, by the Norfolk and Western Railway, is an interesting ride. Blackstone, Burkeville, High Ridge, Farmville, and Appomattox are some of the places enroute.

At night in Lynchburg one has to be careful or he will get the court house lights and the stars mixed up in his field of vision. At Marguerite Shenk’s home, close to the lights and the stars, the Harrisonburg group met by appointment. Bessie Leftwich, now Mrs. Bailey, come in from Rivermont School. Ray Hanger, Charlotte Lawson, and Mary Lee Maiden came from their schools in other parts of the city. Mary Wallace Buck and Margaret Kinnear, at Randolph-Macon Woman’s College, were communicated with, as were also Berta Miller, Carrie Allen, and Elizabeth Galloway, all of the Rivermont School. Mary Stone, at the J. P. Bell establishment, was present in the memory of her friends. Alice Lee Shenk, Marguerite’s sister, was a Martha and a Mary combined in dispensing hospitality and in her contribution to good things of the spirit. Maude Kelly was seen next morning at the railway station, as she was coming in for an “observation.”

We are certain that the girls of the Hill City are with us in every good word and work for Alma Mater. We predict for them great success in their individual and their collective enterprises.

From Lynchburg to Danville the way was toward the Sunny South, and noon that day in Danville was indeed an hour of sunshine. It seemed as if a land of summer had been reached. Helen Browder, Bessie Miller, Mamie Eppes, and others were on the lookout for folks from Harrisonburg, so the wayfarer was soon made at home.

Helen Browder’s new car, with herself and other members of her family for company, was made a comfortable and expeditious means of seeing the city with its surroundings; and at six o’clock the visitor landed at the Davis home in North Danville, where more hospitality and more friends were at once in evidence. Virginia Wheatley, Louise Crews, Frances Crews, Marie Rison, and Willie Guthrie, are some of our Danville girls who may be counted on whenever Harrisonburg is under discussion. Steps are being taken for an effective organization of Normal girls in Danville, and they are all interested in the fine building plan that is before us.

At Whitmell and Chatham, near Danville, are other Harrisonburg girls — Hazel
Cole at Chatham, Verlie Story and Frances Rolston at Whitmell.

Helen Housman, who is now married and endowed with another name, lives in Danville. How many more of our "old students" the visitor failed to see because of lack of time or lack of knowledge we cannot tell. Perhaps when all the questionnaires go out and come back we shall be able to find more of our friends.

Both President Duke and Dr. Wayland have been hearing recently of great things that are being planned by the girls of Norfolk, Portsmouth, and adjacent communities. These aggressive workers of the busy seaside cities have had an organization for a year or two, and they have just lately elected officers and laid new plans. Marceline Gatling, 2006 W. Ghent Boulevard, Norfolk, is president of the chapter; Alpha Holcombe is secretary; and Dorothy Spooner is treasurer. At this time nobody perhaps knows how many Harrisonburg girls are living in Norfolk and vicinity, but we know that the number is rather large; and we are listening to hear something from them, "most any time."

ELLA MAY BALLARD

Ella May Ballard, of Fairfax, Va., who was a student here in 1913, died December 11, 1919. This information has just come to us through one of the questionnaires now being sent out.

Miss Ballard was a teacher, having received most of her advanced training at Rawlings Institute and Columbia College. During the world war she was employed in the U. S. War Department.

Elizabeth Greaves is now Mrs. C. W. Page. Her address is Coke, Gloucester County. She says: "I should like to hear of all the new things the school is doing and I would be glad to help all I can. . . . I believe firmly in education. I want my young son to have all the educational advantages possible."

Flora Mae Hood writes from Central, S. C., where she is teaching in Six Mile Academy, a mountain mission school. "Although I love Carolina, my own dear state," she declares, "I have found no school in it to equal H. N. S." She is expecting to return for graduation.

Carolyn Ruan, now Mrs. Arthur H. Beebe, writes from her home in Stillman Valley, Ill.: "The pleasure given to 'old girls' by each number of THE VIRGINIA TEACHER can never be computed in dollars and cents. . . . I'm trying to remember (and it isn't hard) all the happy things of my Harrisonburg life to tell our little six months old daughter when she grows up a little more."

Marion Nesbitt is teaching at South Boston and is mighty proud of her basketball team, which has been winning some notable victories recently.

Mary Lancaster Smith, president of the Harrisonburg club in Richmond, has recently compiled an attractive booklet on the preparation of foods. Her address is 107 N. Harvie Street.

Gertrude Royall, now Mrs. J. E. Townes, writes from 1304 4th Avenue, Richmond. She sends greetings to all her friends at Blue-Stone Hill.

Geneva Moore, principal of the Fox Hill school, near Hampton, is raising money to put a concrete driveway around her school buildings. At last report she had $700 in hand.

Rosa Tinder is successfully busy this year at Winston-Salem, N. C. She has charge of the lunch room where between 300 and 400 pupils and teachers take their meals and also manages the home where fourteen teachers live and take their meals. She reports that several other Harrisonburg girls are in Winston-Salem and that Rachel Speas drops in to see them all once in a while.

Hazel Oldaker, secretary, wants the names and addresses of all members of the class of 1915. Her address is Box 266, Culpeper, Va. Write her if you are a member of her class.

Martha C. Cook is earning a handsome salary as home demonstration agent at South Boston. She has held this position since October, 1919.
Virginia Dudley, who graduated in 1912, sends in a good report from Mossy Creek. She is a rural supervisor and has missed only one or two days in all. It takes more than wind and weather to stop her.

One of our girls who teaches near Harrisonburg fills out part of our questionnaire thus:

"Specials none, No honors won, Yet a lot Of hard work done."

Some honor this, say we.

Isle Eastham is teaching at Flint Hill. She was chosen a delegate to the Thanksgiving conference at Richmond by her county association.

Mrs. Arno Friddle (Gladys L. Brown) reports from Moorefield, W. Va. She also gives the names and addresses of several of her acquaintances who have been students here.

Sarah Brent writes from Hague, Va.: "This is my first attempt at teaching but I am perfectly delighted with my work." She has the primary grades in Cople School. She says further: "During the war I worked for DuPont, as a truck driver, at Penniman —very hard work, but a wonderful experience."

Jessie D. Conrad and Mary Conrad are both students in Randolph-Macon Woman's College, Lynchburg, and are, so far as we have learned, keeping up the standards set there for our girls by Mary Wallace Buck, Mary Scott, and Margaret Kinnear.

Henrietta C. Dunlap is teaching in Lexington. She has held her present position for a number of years and is wanted longer. It is a fine thing to make good in one's own community.

Gertrude Carrier is teaching her fourth year at Herndon, Va. She says: "I try each year to improve the building and yard. This week we are giving a chicken pie supper to get shades for the building. Next month we shall have a Tom Thumb wedding for the benefit of the grades—think we shall get books."

Sallie F. Rome, now Mrs. J. L. Morewitz, writes from 222 48th St., Newport News. She has held her position as a teacher in the city schools four years, but is expecting to retire from the profession next year. Incidentally, she is drawing a good salary, as she deserves to do. She was a star at Blue-Stone Hill.

Helen Haight, of Fairfax, is principal of the school at Seven Pines. During the year 1918-19 she was in the Red Cross Overseas Canteen Service, serving in a railroad canteen in France. Her sister Elizabeth is now Mrs. T. M. Hamill, and lives at Fairfax.

Miriam Buckley, whose home address is still Clifton Station, Va., is department clerk in the Civil Service Commission. We are well satisfied that she earns her attractive salary and also the substantial bonus.

Lurlene Bruce Clarke, now Mrs. Spain, sends in her questionnaire from Church Road, Dinwiddie County.

Velma Moeschler is cafeteria director and instructor in dietetics in the Young Women's Christian Association, Zanesville, O. We should like to tell what a fat salary she is drawing, but fear that she might not forgive us.

Anna M. Brunk, who graduated in 1916, has been teaching the last two sessions in Des Moines, la. Her address is 1305 22d Street. The city fathers treat her well and we are not surprised.

On February 3, Maude Tyson Wescott was married in Baltimore, Md., to Mr. Joseph Leo Brown. After February 15, Mr. and Mrs. Brown will be at home at 1818 Ingleside Terrace, N. W., Washington, D. C.

OUR CONTRIBUTORS

JOHN W. WAYLAND is the head of the department of history and social science.

GRACE BRINTON is the head of the department of home economics.

W. J. GIFFORD is the head of the department of education and dean of the school.

When contributors are members of the State Normal School at Harrisonburg, their addresses are not given.
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